

# **Physical Education**

OCR GCSE in Physical Education J586

OCR GCSE (Short Course) in Physical Education J086

**DRAFT**

# IMPORTANT

This qualification contains one e-assessed unit. This unit's examination can be delivered electronically and taken on screen.

To offer this qualification, centres MUST:

1. Be a registered EDI (Electronic Data Information) user. For more information on EDI please go to the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk) or refer to the Entry Instructions within the Administrative Guide and Entry Procedures (E3) folder.
2. Be satisfied that they can run the Cambridge Assessment software needed for computer-based tests on their systems. Appendix C in this specification includes a list of technical requirements. Centres must download the installation software from the OCR website prior to the start of teaching. Only registered OCR centres are able to download the installation software. This software will indicate to the centre whether or not it has the technical capability to run the Computer-based Tests.

For further guidance on requirements for computer-based tests, contact  
[general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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# 1 About these Qualifications

This booklet contains OCR's GCSE (Short Course) and GCSE specifications in Physical Education for teaching from September 2009. These follow on from the 1970, 1971 and 1071 PE and PE: Games specifications. Centres which followed the 'Games' specifications previously can still deliver these specifications using the same combinations of practical activities that the Games specification supported.

These specifications enable candidates to participate in physical activity in a number of different types of activity and in different roles within activities through practical performance. They also require candidates to underpin their practical performances with theoretical knowledge of the anatomical, physiological and psychological demands of physical activity and how these factors affect physical competence. Candidates will also learn how to use methods of practice to improve their performance in physical activity and the importance of being physically active as part of a balanced, healthy lifestyle.

## 1.1 GCSE (Full Course) Physical Education

From September 2009 the GCSE is made up of **four** mandatory units, two of which are the corresponding GCSE (Short Course) and two further units. Units B451 and B453 are externally assessed. Units B452 and B454 are internally assessed and externally moderated.

## 1.2 GCSE (Short Course) Physical Education

The GCSE (Short Course) is both a 'stand-alone' qualification and also the first half of the corresponding GCSE. The GCSE (Short Course) is assessed at the same standard as the corresponding two year GCSE course.

From September 2009 the GCSE (Short Course) is made up of **two** mandatory units. Unit B451 is externally assessed and Unit B452 is internally assessed and externally moderated. These units form 50% of the corresponding GCSE.

## 1.3 Qualification Titles and Levels

These qualifications are shown on a certificate as:

- OCR GCSE in Physical Education.
- OCR GCSE (Short Course) in Physical Education.

These qualifications are approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A\* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

## 1.4 Aims

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The aims of these specifications are to:

Encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education. They should encourage creativity and decision-making skills to enable them to plan effectively for performances and to respond to changing situations.

They should prepare candidates to make informed decisions about further learning opportunities and career choices.

GCSE specifications in physical education must enable candidates to:

- become increasingly physically competent through being actively engaged in a range of physical activities;
- become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official;
- develop their ability to engage independently and successfully in the processes of different types of physical activity;
- develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

## 1.5 Prior Learning/Attainment

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Candidates who are taking courses leading to these qualifications at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

## 2 Summary of Content

### 2.1 GCSE Units

#### *Unit B451: An Introduction to Physical Education*

- The healthy and active body
- Exercise and training the body for an active, healthy lifestyle
- Acquiring movement skills and motivation to enable effective involvement in physical activity and to follow an active, healthy lifestyle
- Opportunities and pathways for involvement in physical activities in a range of roles

#### *Unit B452: Practical Performance and Developing Fitness*

- Two performances from two different activity areas
- An Analysing Fitness Performance Task (AP1) for one activity

#### *Unit B453: Developing Knowledge in Physical Education*

- The healthy and active body
- Exercise and training the body for an active, healthy lifestyle
- Acquiring movement skills and motivation to enable effective involvement in physical activity and to follow an active, healthy lifestyle
- Opportunities and Pathways for involvement in physical activities in a range of roles

#### *Unit B454: Practical Performance and Developing Skill*

- Two performances from two different activity areas
- An Analysing Skill Performance Task (AP2) for one activity

### 2.2 GCSE (Short Course) Units

#### *Unit B451: An Introduction to Physical Education*

- The healthy and active body
- Exercise and training the body for an active, healthy lifestyle
- Acquiring movement skills and motivation to enable effective involvement in physical activity and to follow an active, healthy lifestyle
- Opportunities and pathways for involvement in physical activities in a range of roles

#### *Unit B452: Practical Performance and Developing Fitness*

- Two performances from two different activity areas
- An Analysing Fitness Performance Task (AP1) for one activity

# 3 Content

## 3.1 Unit B451: *An Introduction to Physical Education*

### EXTERNAL ASSESSMENT

Candidates are assessed through a multiple-choice question paper which comprises 40 questions worth 40 marks. The question paper is 45 minutes in duration.

#### The healthy and active body

Functions of the human skeleton as part of a healthy, active body.

- Shape/support;
- Blood cell production;
- Protection;
- Movement/leverage;
- Mineral store.

The ways in which different types of joints affect participation and performance in an active, healthy lifestyle.

#### Types of joint:

- Hinge - elbow and knee;
- Ball and socket – shoulder.

#### Ranges of movement which are allowed by these joints:

- Flexion;
- Extension;
- Rotation;
- Abduction;
- Adduction.

Identification of articulating bones associated with these joints.

The ways in which muscles can affect participation and performance in an active, healthy lifestyle.

#### Overview of the composition of muscles.

#### Identification of major muscle groups:

- Deltoid;
- Trapezius;
- Latissimus dorsi;
- Pectorals;
- Biceps;
- Triceps;
- Abdominals;
- Quadriceps;
- Hamstrings.

## The healthy and active body (continued)

The components of fitness and a healthy, balanced lifestyle.

### **Health-related components:**

- Cardiovascular endurance/stamina;
- Muscular endurance;
- Speed;
- Strength;
- Flexibility.

Factors affecting participation and performance in an active, healthy lifestyle.

### **The healthy diet – the function of the seven essential components:**

- Carbohydrates;
- Proteins;
- Fats;
- Minerals;
- Vitamins;
- Fibre;
- Water.

The balanced diet – positive and negative energy balance.

### **Recommended amounts of exercise.**

## Exercise and training the body for an active, healthy lifestyle

Assessing the body's readiness for exercise and training.

### **The structure of and methods for tests for fitness:**

- Multi-stage fitness test (cardiovascular endurance);
- 12 minute run (cardiovascular endurance);
- Sprint tests (speed);
- Handgrip test (strength);
- Sit and reach (flexibility);
- Stork stand (balance);
- Illinois agility test (agility);
- Ruler drop test (reaction time);
- Alternative hand wall toss test (co-ordination);
- Standing broad jump/vertical jump (power/strength).

## Exercise and training the body for an active, healthy lifestyle (continued)

Exercise and training principles which affect improving health and fitness.

### **The importance of the warm up and cool down:**

- **Warm up** – to improve performance; flexibility; improve speed/strength of muscular contraction; reduced risk of injury.
- **Cool down** – speeds removal of lactic acid/waste products; prevents stiffness/soreness; prevents injury.

### **Identification of the The FITT principle:**

- Frequency;
- Intensity;
- Time;
- Type.

Methods of exercise and training for an active, healthy lifestyle.

### **Definitions and examples of aerobic and anaerobic training:**

- Continuous training;
- Fartlek;
- Interval training.

### **Exercise programmes including examples such as:**

- Aerobics / aqua aerobics;
- Spin;
- Body pump;
- Pilates;
- Yoga;
- Dance exercise etc.

Acquiring movement skills and motivation to enable effective involvement in physical activity and to follow an active, healthy lifestyle

Types of skills and their characteristics which affect involvement.

### **The characteristics of skilful movement:**

- Efficiency;
- Pre-determined;
- Co-ordinated;
- Fluent;
- Aesthetic.

Differences between the unskilled and the skilled. Identify these in a range of physical activities.

The learning of skills to enable an active, healthy lifestyle.

### **The importance of different types of feedback:**

- Intrinsic;
- Extrinsic;
- Knowledge of results;
- Knowledge of performance.

## Exercise and training the body for an active, healthy lifestyle (continued)

Motivation and mental preparation for effective performance in different roles.

### **Motivation:**

Intrinsic and extrinsic motives to participate in different roles of participant, leader and official.

### **The importance of goal setting:**

- To optimise performance;
- To ensure exercise adherence;
- To control anxiety.

### **The SMART principle:**

- **Specific;**
- **Measurable;**
- **Achievable or agreed;**
- **Realistic or recorded;**
- **Time-phased.**

## Opportunities and pathways for involvement in physical activities in a range of roles

Reasons for participation and non-participation in physical activities and following an active, healthy lifestyle.

### **Participation (positive):**

- Health reasons (management of stress; illness; well-being; life expectancy);
- Image;
- Enjoyment;
- Social/friendship;
- Hobby;
- Parental/role model influences;
- Vocation/profession.

### **Non-participation (negative):**

- Health reasons (including disability);
- Injury;
- Discrimination;
- Peer pressure;
- Cultural;
- Other pressures/interests;
- The technological/sedentary lifestyle;
- Lack of confidence/self esteem;
- Lack of role model/parental support;
- Lack of opportunity.

Local and national provision to enable an active, healthy lifestyle.

### **The roles of the following in promoting participation/leading/officiating in physical activities:**

- Local authority;
- Private enterprise;
- Voluntary organisations (clubs);
- National organisations (National Governing Bodies);
- Olympic organisations (International Olympic Committee; British Olympic Association).

## Opportunities and Pathways for involvement in physical activities in a range of roles (continued)

To enable a safe and positive environment for adopting an active, healthy lifestyle.

**To identify potential hazards in a range of settings related to the role of participant, leader or official:**

- The gymnasium/sports hall;
- Playing field;
- Artificial outdoor areas;
- Court areas;
- Outdoor adventurous areas.

The importance of personal hygiene to avoid minor infections.

The importance of abiding by rules/codes of behaviour.

The importance of etiquette and sportsmanship with examples.

## 3.2 Unit B452: *Practical Performance and Developing Fitness*

### INTERNAL ASSESSMENT

Candidates are internally assessed through controlled assessment in the roles of performer and/or coach or official. They are required to demonstrate effective performance, the use of tactics or techniques and to observe the rules and conventions in **two** chosen activities under applied conditions. The two activities must be from different activity profiles and assessment is carried out by the teacher using generic assessment criteria and activity-specific links to this criteria.

Candidates are also required to demonstrate their ability to **analyse a performance** in order to identify **fitness** weaknesses and to plan appropriate training to bring about an improvement in one of the activities permitted on the specification. This does not have to be an activity which the candidate has been assessed in.

Candidates who are following these specifications as a full course GCSE cannot use the following combinations of activities:

- Rugby Union and Rugby League;
- Life Saving and Personal Survival;
- Rounders and Softball;
- Gymnastics and Rhythmic Gymnastics;
- Educational and Social Dance.

For example a candidate cannot enter Rugby League as one of their two activities in Unit B452 and then enter Rugby Union as one of their two activities in Unit B454.

Practical Performances – letters ‘c’ and ‘o’ denote that coaching or officiating roles are available in that activity

Activity Profiles	Activities
Invasion Games	Association Football; (c, o) Basketball; (c, o) Eton Fives; (c, o) Fencing; (c, o) Gaelic Football; (c, o) Goalball; Handball; (c, o) Hockey; (c, o) Ice Hockey; (c, o) Lacrosse; (c, o) Netball; (c, o) Roller Hockey; (c, o) Rugby League; (c, o) Rugby Union; (c, o) Water Polo. (c, o)

## Practical Performances (continued)

Activity Profiles	Activities
Striking Games	Cricket; (c, o) Golf; (c) Rounders; (c, o) Softball. (c, o)
Net/Wall Games	Archery; Badminton; (c, o) Racketball; (c) Squash; (c, o) Table Tennis; (c, o) Tennis; (c, o) Volleyball. (c, o)
Gymnastic Activities	Aerobics; (c) Figure Skating; (c) Gymnastics; (c) Rhythmic Gymnastics; (c) Trampolining. (c)
Martial Arts	Judo; (c, o) Karate; (c, o) Tae Kwon Do. (c, o)
Dance Activities	Folk Dance; (c) Historical Dance; (c) Ice Dance; (c) Theatrical Dance; (c) Social Dance; (c) Roller Dance. (c)
Athletic Activities	Cross Country Running; (c) Cycling; (c) Resistance Training; Rowing; (c) Track and Field Athletics. (c)
Outdoor and Adventurous Activities	Canoeing; (c) Hill Walking and Campcraft; Horse Riding; (c) Mountain Biking; (c) Orienteering; (c) Sailing; (c) Skiing; (c) Snowboarding; (c) Surfing; (c) Rock Climbing; (c) Wind Surfing. (c)
Swimming Activities	Life Saving; (c) Personal Survival; Swimming. (c)

## Practical Performances (continued)

### Coaching/Officiating

Candidates can offer coaching in any activity identified with the letter 'c' and officiating in any activity identified with the letter 'o' from the activities listed above. Please see the detailed criteria in the Teacher Support Handbook.

## ASSESSMENT OF THE PRACTICAL PERFORMANCE

For the purpose of assessment candidates are required to perform effectively under applied conditions in their selected activities:

- using tactics or techniques;
- observing the rules and conventions of their games activity.

Candidates are required to demonstrate the above objectives within the content and context of the activities.

There are generic assessment criteria to be used for all activities alongside activity-specific links to these criteria. Guidance on how each activity is linked to the assessment criteria is specified in the Teacher Support Handbook.

Assessors should:

- use the general criteria which is intended to cover all activities except the Coaching and Officiating;
- link this criteria to the activity-specific criteria which is listed in the Teacher Support: Controlled Assessment Guidance;
- compare marks awarded across activities to ensure equality of marking;
- use practical expertise to determine the mark awarded.

## General Assessment Criteria

Level/Mark	Descriptor
Level 1 41-50 marks	<p>Candidates will demonstrate the ability to perform the whole range of skills required for the activity in order to participate effectively.</p> <p>Advanced skills should be demonstrated in full performance conditions.</p> <p>Skills should be of a high standard in both isolation and whole/continuous/required performance.</p> <p>The candidate's performance should have a significant influence on the performance of others in activities requiring others to interact.</p> <p>Knowledge of all aspects of rules/tactics/requirements should be evident in decision making.</p>
Level 2 31-40 marks	<p>Candidates will demonstrate the ability to perform the whole range of skills required for the activity in order to participate effectively.</p> <p>Advanced skills may be being developed.</p> <p>Essential skills will be performed with a good level of skill in isolation and only show a small decrease in effectiveness in the whole/continuous/required performance.</p> <p>Where applicable candidates will be able to fulfil more than one role.</p> <p>Knowledge of rules/tactics/requirements will cover the whole activity in detail.</p>
Level 3 21-30 marks	<p>Candidates will be able to perform skills which show a good level of ability in isolation.</p> <p>Skills will become less effective when more difficult conditions are imposed.</p> <p>Candidates will be able to have limited effectiveness in combining skills to produce a whole/continuous/game performance.</p> <p>Knowledge of rules/tactics/requirements will cover all the essential areas of the activity.</p>
Level 4 11-20 marks	<p>Candidates will demonstrate the ability to perform skills in isolation where preventive conditions do not exist.</p> <p>Without interference candidates will have the limited ability to link some skills together but the level of skill will be basic.</p> <p>As soon as more difficult conditions are imposed the ability to perform the skill will break down.</p> <p>Knowledge of rules/tactics/ requirements will be evident but will only cover a limited area of the activity.</p>
Level 5 0-10 marks	<p>Candidates will demonstrate only a limited ability of the skills needed to be able to participate.</p> <p>Candidates will find it difficult to link skills together and will only be able to perform basic skills in isolation.</p> <p>Performance will become ineffective once progression to the whole skill/game/activity is attempted.</p> <p>Very little knowledge of rules/tactics/requirements will be demonstrated.</p>

## EXAMPLES OF ACTIVITY-SPECIFIC LINKS TO THE CRITERIA

### Net/Wall games - Volleyball

#### Level 1

Candidates will demonstrate the ability to:

- Perform three touch rallies consistently in a game showing high levels of technique and effectiveness;
- Effectively and consistently dig, set, smash and block;
- Serve over-arm showing variation in height, depth and pace;
- Be able to read the game and influence others;
- Be able to apply systems of play in attack and defence;
- Have excellent knowledge of the rules and tactics.

#### Level 2

Candidates will demonstrate the ability to:

- Perform three touch rallies in practice consistently and in a game often so that others can participate. Setting and digging will be effective and consistent;
- Some ability/understanding of systems of play will be evident;
- Will have a sound knowledge of rules evident during game play.

#### Level 3

Candidates will demonstrate the ability to:

- Perform three touch rallies in practice consistently and in a game often so that others can participate. Setting will be effective but digging will be inconsistent;
- Anticipate the ball and usually select the correct response;
- Be able to serve underarm consistently;
- Understand through performance most rules and to be able to score;
- Demonstrate some knowledge of tactics when performing;
- Smash and block with limited ability in isolation.

## **Level 4**

Candidates will demonstrate the ability to:

- Link more than one volley in a rally with a partner but rarely in a game situation;
- Be able to anticipate the ball but will rarely select the correct response;
- Serving will often not clear the net;
- Understand three touch rules and basic scoring.

## **Level 5**

Candidates will demonstrate the following:

- Only be able to perform the volley and dig in isolation and only occasionally will it allow others to continue a rally;
- Poor anticipation when the ball approaches;
- An inability to serve or dig;
- Understand through performance only three touch rules.

## **Swimming activities – Swimming**

### **Level 1**

Candidates will demonstrate the ability to:

- Swim 100 metres continuously maintaining a high level of technique throughout in three strokes and show some technique in the fourth stroke listed below.
- Complete 100 metres in less than:

<b>Stroke (100m)</b>	<b>Boys' time (seconds)</b>	<b>Girls' time (seconds)</b>
Front Crawl	99	104
Back Crawl	107	114
Breast Stroke	117	123
Butterfly	103	110

## Level 2

Candidates will demonstrate the ability to:

- Swim 50m in two strokes and 100m in one stroke. Strokes will show good technique with at least one stroke being demonstrated with a high level of technique;
- Complete the chosen distances and strokes in less than:

Stroke	Boys' 50m (s)	Boys' 100m (s)	Girls' 50m (s)	Girls' 100m (s)
Front crawl	50	105	52	109
Back Crawl	54	113	57	119
Breast Stroke	59	124	62	130
Butterfly	52	109	55	116

## Level 3

Candidates will demonstrate the ability to:

- Swim 50 metres for three different strokes. Strokes will show good technique but may be limited in some areas (e.g. catch position in back crawl);
- Show knowledge of rules/tactics through starts, turns and finishes;
- Complete 50 metres in less than:

Stroke (50m)	Boys' time (seconds)	Girls' time (seconds)
Front Crawl	53	55
Back Crawl	57	60
Breast Stroke	62	65
Butterfly	55	58

## Level 4

Candidates will demonstrate the ability to:

- Swim 50 metres for three different strokes;
- Perform at least two strokes which show reasonable technique and are swum continuously.

## Level 5

Candidates will demonstrate the ability to:

- Swim 50 metres using a variety of strokes none of which may show good technique and may require occasional stops;
- Swim, for a short distance, one stroke correctly but will be limited by breathing constraints or ineffective propulsion.

## **ANALYSING FITNESS PERFORMANCE TASK (AP1)**

For the purpose of assessment, candidates are required to demonstrate their ability to analyse performance in order to:

- determine the strengths and weaknesses of a performance;
- suggest strategies to improve the quality and effectiveness of the performance.

Candidates should observe a performance by another candidate, or a recording of their own performance, in an activity chosen from among those permitted for this specification. They should use the knowledge gained through the GCSE Physical Education course of study to identify the strengths and weaknesses of the performance in terms of **fitness**.

Through the teaching of the practical activities and the theory content of the specification candidates should be able to identify aspects of performance which are fitness-related and those which are not. They should recognise weaknesses in performance and be able to suggest ways in which they might be improved using appropriate, progressive training or practice methods which will lead to improvements in the aspects of the performance identified.

### **Questions which the Analysing Fitness Performance task (AP1) should address:**

- Please see Appendix B.
- Can you describe in simple terms what factors of fitness will effect what the performer is trying to achieve in the identified aspect of the game/activity?
- Can you suggest any obvious fitness-related weaknesses in how the participant performs? Describe what these are.
- Why do you think the performer has this weakness? What is causing it? What do you suggest the performer might do to improve this weakness? In what ways might you be able to help the performer to improve the performance? Can you suggest any practice/training methods which the performer might use to improve the performance?
- Can you identify any fitness-related skills (or techniques) which the performer does really well in their chosen activity? Describe why you think the performer does them well. How do you think the performer might refine these skills/techniques even further?

## Analysing Fitness Performance Criteria (AP1)

Level/Mark	Descriptor
Level 1 17-20 marks	Candidates should demonstrate the ability to analyse fitness components in detail demonstrating an understanding of the impact different fitness has on the quality and effectiveness of the performance. This ability should demonstrate detailed understanding of the specific fitness requirements of the chosen activity/performance.
	Candidates should demonstrate the ability to identify priorities for improvement and apply principles of fitness to improve performance.
Level 2 13-16 marks	Candidates should demonstrate the ability to analyse and comment on fitness showing an understanding of the factors which affect the quality and effectiveness of performance.
	Candidates should demonstrate the ability to plan ways to improve performance through the development of fitness components, showing the application of theory and progression.
Level 3 9-12 marks	Candidates should demonstrate the ability to make some evaluations of performance showing an understanding of some of the fitness-related factors which affect the quality and effectiveness of performance.
	Candidates should demonstrate the ability to plan ways to improve performance in more than one weakness through the development of fitness components.
Level 4 5-8 marks	Candidates should demonstrate the ability to analyse and briefly comment on performance showing an understanding of some of the fitness-related factors which affect the quality and effectiveness of performance.
	Candidates should demonstrate the ability to plan more than one fitness improvement in order to improve the effectiveness and quality of performance
Level 5 0-4 marks	Candidates should demonstrate the ability to analyse performance and identify fitness weaknesses.
	Candidates should demonstrate the ability to make some suggestions on how to improve fitness to improve the effectiveness and quality of performance.

### 3.3 Unit B453: *Developing Knowledge in Physical Education*

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***It is assumed that the content in Unit B451 has been covered and that Unit B453 develops upon the knowledge gained in Unit B451.***

#### **EXTERNAL ASSESSMENT**

Candidates are assessed through a structured question paper which comprises 15 questions worth 40 marks. The question paper is 1 hour in duration.

##### **The healthy and active body**

The ways in which different types of joints affect participation and performance in an active, healthy lifestyle.

Structure of joints and the value of healthy and efficient joints:

- Ligament;
- Cartilage;
- Synovial fluid.

Associated problems and how to avoid them:

- Inflammation of joints;
- Arthritis;
- Lupus;
- Osteoarthritis.

The ways in which muscles can affect participation and performance in an active, healthy lifestyle.

**Describe the roles of muscle in movement:**

- Prime movers;
- Antagonist;
- Synergist;
- Antagonistic pairs.

Give examples of appropriate movements.

Simple descriptions of aerobic and anaerobic exercise and associated by-products.

**Role and function of tendons:**

The value of healthy and efficient muscles and tendons with associated problems and how to avoid them:

- Soreness;
- Strain;
- Overuse;
- Inflammation;
- Tendonitis.

**The effects of lactic acid:**

Give examples of when lactic acid affects exercise and training.

## The healthy and active body (continued)

The ways in which a balanced, healthy lifestyle, exercise and training can affect the cardiovascular and respiratory systems.

### **Short term affects:**

- Respiratory rate, tidal volume and minute volume;
- Heart rate, cardiac output and stroke volume.

Changes in blood-flow to muscles during exercise with identification of the vascular shunt mechanism.

### **Long term effects:**

- Heart rate, stroke volume and cardiac output;
- Lung volumes and rate of recovery.

Factors affecting participation and performance in an active, healthy lifestyle.

The effects of age, gender and disability on participation and performance.

The effects of smoking, alcohol, over and under eating, performance enhancing drugs (steroids; blood doping).

## Exercise and training the body for an active, healthy lifestyle

Exercise and training principles which affect improving health and fitness.

### **Identification and description of:**

- Overload;
- Specificity;
- Progression;
- Reversibility.

Apply these principles (and those covered in Unit B451) to plan a targeted range of exercise / training programmes.

Methods of exercise and training for an active, healthy lifestyle.

### **Definitions and examples of aerobic and anaerobic training:**

- Circuit training;
- Weight training;
- Plyometrics;
- Flexibility training.

Acquiring movement skills and motivation to enable effective involvement in physical activity and to follow an active, healthy lifestyle.

Types of skills and their characteristics which affect involvement.

### **Fundamental motor skills:**

- Running;
- Throwing;
- Kicking;
- Jumping;
- Hitting.

Apply these to a range of physical activities.

Acquiring movement skills and motivation to enable effective involvement in physical activity and to follow an active, healthy lifestyle (continued)

The learning of skills to enable an active, healthy lifestyle.

**The learning of skills through a range of methods:**

- Practice/rehearsal;
- Copying others;
- Trial and error;
- Appropriate role models.

Motivation and mental preparation for effective performance in different roles.

**Mental Preparation:**

Control of emotions to enable fair play and to cope with stress.

**The effects of mental preparation for performance:**

- Relaxation;
- Focusing;
- Raising confidence.

Opportunities and Pathways for involvement in physical activities in a range of roles

Reasons for participation and non-participation in physical activities and following an active, healthy lifestyle.

**Specific social reasons affecting participation:**

- Age;
- Gender;
- Education;
- Family;
- Environment/climate;
- Disability.

Effects of media influences.

Effects of sponsorship.

School influences on participation.

**The role of the school in promoting an active, healthy lifestyle:**

- National Curriculum;
- Examination courses/related qualifications;
- Extra curricular;
- Links with clubs/agencies.

Local and national provision to enable an active, healthy lifestyle

Candidates should be able to describe the opportunities and pathways available within their locality and nationally to participate at all levels (from novice to the elite).

To enable a safe and positive environment for adopting an active, healthy lifestyle.

**How to reduce risks and injuries. Minimising risks through knowledge of:**

- Correct clothing/footwear;
- Personal protective equipment;
- Health and safety procedures;
- Lifting, carrying and placing equipment safely;
- Appropriate level of competition;
- Warm up and cool down.

### 3.4 Unit B454: *Practical Performance and Developing Skill*

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#### INTERNAL ASSESSMENT

Candidates are internally assessed through controlled assessment in the roles of performer and/or coach or official. They are required to demonstrate effective performance, the use of tactics or compositional techniques and to observe the rules and conventions in **two** chosen activities under applied conditions. The **two** activities must be from different activity profiles and assessment is carried out by the teacher using generic assessment criteria and activity-specific links to this criteria.

Candidates are also required to demonstrate their ability to produce **an Analysing Skill Performance Task (AP2)** for one of the activities permitted on the specification. This does not have to be an activity which the candidate has been assessed in.

In order to fulfil National Curriculum requirements candidates in Northern Ireland must be assessed in 4 activities from 3 different activity areas. Teachers must ensure that this requirement is met by the combination of activities being assessed across units B452 and B454.

Candidates who are following these specifications cannot use the following combinations of activities:

- Rugby Union and Rugby League;
- Life Saving and Personal Survival;
- Rounders and Softball;
- Gymnastics and Rhythmic Gymnastics;
- Educational and Social Dance.

For example a candidate cannot enter Rugby League as one of their two activities in Unit B452 and then enter Rugby Union as one of their two activities in Unit B454.

Practical Performances – letters ‘c’ and ‘o’ denote that coaching or officiating roles are available in that activity

Activity Profiles	Activities
Invasion Games	Association Football; (c, o) Basketball; (c, o) Eton Fives; (c, o) Fencing; (c, o) Gaelic Football; (c, o) Goalball; Handball; (c, o) Hockey; (c, o) Ice Hockey; (c, o) Lacrosse; (c, o) Netball; (c, o) Roller Hockey; (c, o) Rugby League; (c, o) Rugby Union; (c, o) Water Polo. (c, o)

## Practical Performances (continued)

Striking Games	Cricket; (c, o) Golf; (c) Rounders; (c, o) Softball. (c, o)
Net/Wall Games	Archery; Badminton; (c, o) Racketball; (c) Squash; (c, o) Table Tennis; (c, o) Tennis; (c, o) Volleyball. (c, o)
Gymnastic Activities	Aerobics; (c) Figure Skating; (c) Gymnastics; (c) Rhythmic Gymnastics; (c) Trampolining. (c)
Martial Arts	Judo; (c, o) Karate; (c, o) Tae Kwon Do. (c, o)
Dance Activities	Folk Dance; (c) Historical Dance; (c) Ice Dance; (c) Theatrical Dance; (c) Social Dance; (c) Roller Dance. (c)
Athletic Activities	Cross Country Running; (c) Cycling; (c) Resistance Training; Rowing; (c) Track and Field Athletics. (c)
Outdoor and Adventurous Activities	Canoeing; (c) Hill Walking and Campcraft; Horse Riding; (c) Mountain Biking; (c) Orienteering; (c) Sailing; (c) Skiing; (c) Snowboarding; (c) Surfing; (c) Rock Climbing; (c) Wind Surfing. (c)
Swimming Activities	Life Saving; (c) Personal Survival; Swimming. (c)

## Practical Performances (continued)

### Coaching/Officiating

Candidates can offer coaching in any activity identified with the letter 'c' and officiating in any activity identified with the letter 'o' from the activities listed above. Please see the detailed criteria in the Teacher Support Handbook.

*Guidance on the assessment of practical activities and on using activity-specific links with the generic assessment criteria can be found in the Teacher Support Handbook. Some examples of activity-specific links are also in the Unit B452 content on pages 15-17.*

## ANALYSING SKILL PERFORMANCE TASK (AP2)

For the purpose of assessment, candidates are required to demonstrate their ability to analyse performance in order to:

- determine the skill-related strengths and weaknesses of a performance;
- suggest strategies to improve the quality and effectiveness of the performance.

Candidates should observe a performance by another candidate, or a recording of their own performance, in an activity chosen from among those permitted for this specification. They should use the knowledge gained through the GCSE Physical Education course of study to identify the strengths and weaknesses of the performance in terms of **skill and technique**.

Through the teaching of the practical activities and the theory content of the specification candidates should be able to identify aspects of performance which are skilful and those which are not. They should recognise weaknesses in performance and be able to suggest ways in which they might be improved using appropriate, progressive training or practice methods which will lead to improvements in the aspects of the performance identified.

### Questions which the Analysing Skill Performance task should address:

- Please see Appendix B.
- Can you describe in simple terms what the performer is trying to achieve in the identified aspect of the game/activity?
- Can you suggest any obvious weaknesses in how the participant performs? Describe what these are.
- Why do you think the performer has this weakness? What is causing it? What do you suggest the performer might do to improve this skill or technique? In what ways might you be able to help the performer to improve the performance? Can you suggest any practice/training methods which the performer might use to improve their performance?
- Can you identify any skills or techniques which the performer does really well in their chosen activity? Describe why you think the performer does them well. How do you think the performer might refine these skills/techniques even further?

## Analysing Skill Performance Criteria (AP2)

Level/Mark	Descriptor
Level 1 17-20 marks	Candidates should demonstrate the ability to analyse performance demonstrating an understanding of the impact skill, tactics and composition have on the quality and effectiveness of performance.
Level 2 13-16 marks	Candidates should demonstrate the ability to identify priorities for improvement and apply principles of practice to improve performance.
Level 3 9-12 marks	Candidates should demonstrate the ability to analyse and comment on performance showing an understanding of the skill-related factors which affect the quality and effectiveness of performance.
Level 4 5-8 marks	Candidates should demonstrate the ability to plan ways to improve skill-related performance showing the application of theory and progression.
Level 5 0-4 marks	Candidates should demonstrate the ability to analyse and briefly comment on performance showing an understanding of some of the skill-related factors which affect the quality and effectiveness of performance.
	Candidates should demonstrate the ability to plan ways to improve skill-related performance in more than one weakness.
	Candidates should demonstrate the ability to analyse and refine a skill or technique in order to improve the effectiveness and quality of performance.
	Candidates should demonstrate the ability to analyse performance and identify major strengths and weaknesses.
	Candidates should demonstrate the ability to make some modifications and refinements to skills and techniques in order to improve the effectiveness and quality of performance.

# 4 Schemes of Assessment

## 4.1 GCSE Scheme of Assessment

### GCSE Physical Education (J586)

#### Unit B451: *An Introduction to Physical Education*

20% of the total GCSE marks  
45 minute multiple choice  
40 marks

This unit can be assessed through a written examination or a computer based test. The assessment contains 40 multiple choice questions. Candidates answer **all** questions.

This unit is externally assessed.

#### Unit B452: *Practical Performance and Developing Fitness*

30% of the total GCSE marks  
Controlled Assessment  
60 marks

Two practical performances from two different activity areas.  
An Analysing Fitness Performance Task (AP1) for one activity.

This unit is internally assessed and externally moderated.

#### Unit B453: *Developing Knowledge in Physical Education*

20% of the total GCSE marks  
1 hour written paper  
40 marks

This unit is assessed through a question paper which contains structured questions. Candidates answer all questions.

This unit is externally assessed.

#### Unit B454: *Practical Performance and Developing Skill*

30% of the total GCSE marks  
Controlled Assessment  
60 marks

Two practical performances from two different activity areas.  
An Analysing Skill Performance Task (AP2) for one activity.

This unit is internally assessed and externally moderated.

## 4.2 GCSE (Short Course) Scheme of Assessment

Candidates taking the GCSE (Short Course) in Physical Education will need to be entered for Unit B451 and Unit B452. The scheme of assessment for these units is contained within section 4.1.

### GCSE (Short Course) Physical Education (J086)

#### Unit B451: *An Introduction to Physical Education*

40% of the total GCSE (Short Course) marks  
45 minute multiple choice  
40 marks

This unit can be assessed through a written examination or a computer based test. The assessment contains 40 multiple choice questions. Candidates answer all questions.

This unit is externally assessed.

#### Unit B452: *Practical Performance and Developing Fitness*

60% of the total GCSE (Short Course) marks  
Controlled Assessment  
60 marks

Two practical performances from two different activity areas.  
An Analysing Fitness Performance Task (AP1) for one activity.

This unit is internally assessed and externally moderated.

## 4.3 Entry Options

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GCSE (Short Course) candidates must be entered for units B451 and B452.

GCSE candidates must be entered for B451, B452, B453 and B454.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification codes:

OCR GCSE (Short Course) in Physical Education – J086

OCR GCSE in Physical Education – J586

## 4.4 Tiers

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This scheme of assessment is untiered, covering all of the ability range grades from A\* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

## 4.5 Assessment Availability

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There are two examination series each year, in January and June:

- Units B451 and B453 will be available in January and June.
- Practical Units B452 and B454 are assessed in June only.

Units will be available for first assessment from January 2010.

## 4.6 Assessment Objectives

Candidates are expected to demonstrate the following in the context of the content described:

### AO1

- Recall, select and communicate their knowledge and understanding of physical activity;

### AO2

- Apply skills, knowledge and understanding in physical activity;

### AO3

- Analyse and evaluate physical activity, and identify action to bring about improvement.

### AO weightings – GCSE

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B451: <i>An Introduction to Physical Education</i>	15	-	5	20
Unit B452: <i>Practical Performance and Developing Fitness</i>	-	25	5	30
Unit B453: <i>Developing Knowledge in Physical Education</i>	15	-	5	20
Unit B454: <i>Practical Performance and Developing Skill</i>	-	25	5	30
	30%	50%	20%	100%

### AO weightings – GCSE (Short Course)

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE (Short Course)			Total
	AO1	AO2	AO3	
Unit B451: <i>An Introduction to Physical Education</i>	30	-	10	40
Unit B452: <i>Practical Performance and Developing Fitness</i>	-	50	10	60
	30%	50%	20%	100%

## 4.7 Quality of Written Communication

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*Quality of written communication* is assessed in the Analysing Performance Tasks in Units B452 and B454.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;
- present information in a form that suits its purpose;
- use a suitable structure and style of writing;
- use suitable technical language where appropriate.

# 5 Controlled Assessment

## 5.1 The controlled assessment units

Units B452 and B454 have been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach, but the Scheme of Assessment sections of the units include more detail and any specific requirements.

## 5.2 Task setting

### 5.2.1 The OCR approach

OCR will assume a limited level of control in relation to the setting of tasks. Teachers will be able to design their own tasks according to the assessment criteria and activity-specific links provided by OCR. In order to enable candidates access to the full range of marks Centres will have to generate tasks which offer them scope to demonstrate the skills and techniques which the criteria and activity-specific links require.

For the Analysing Performance Tasks (AP1 and AP2) in Units B452 and B454, candidates should produce written work which enables them to meet the assessment criteria and guidance provided.

### 5.2.2 Using controlled assessment tasks

Centres should generate tasks of suitable pitch and challenge to enable candidates access to the full range of marks as indicated in the assessment criteria and activity-specific links. For example, this may mean an Outdoor and Adventurous activity taking place in a suitable environment and/or over a stipulated period of time.

## 5.3 Task taking

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### 5.3.1 The OCR approach

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For GCSE in Physical Education OCR will assume a medium level of control. The task taking parameters will be defined for several key controls and the remainder set by centres as outlined below.

### 5.3.2 Definitions of the controls

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(a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except where the activity is off-site and/or is under the supervision of a specialist coach. In these instances it is the responsibility of the Head of Physical Education at the centre to provide the OCR criteria for the activity to the specialist over-seeing the assessment and to liaise with them as and when necessary. The teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used. The teacher also needs to be able to conduct internal standardisation of the marks awarded including those in activities which may have been assessed partially or entirely using outside expertise.

For the Analysing Performance Tasks (AP1 and AP2) in Units B452 and B454, candidates should produce written work and conduct their research under direct teacher supervision.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Physical Education OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** Where time control is appropriate for a physical activity within the specification, it is stipulated in the activity-specific links in the Teacher Support: Controlled Assessment Guidance.

The time limit available for Analysing Performance Tasks (AP1 and AP2) in Units B452 and B454 will be:

- Task induction (1 hour) – candidates should be familiar with the theory content of the specification which will underpin the tasks, but this will enable teachers to contextualise the task and enable candidates to consider what their aims and objectives are for the task.
- Task research (4 hours) – this will include the viewing of a performance upon which the analysis will be based and any other research that candidates may undertake to support their work.
- Task production (2 hours) – candidates use the allocated time to write up their task under controlled classroom conditions.
- Total duration is therefore 7 hours for **each** of the two tasks.

Tasks will be set within a broader learning programme which will allow the acquisition of subject specific knowledge and the development of appropriate practical skills.

Controlled assessed work should be completed within the time limit and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, e.g. research work, testing, etc. Using or applying this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. In some team or group activities the performance of other candidates may have an impact on the effectiveness of the performances of those around them and this should be taken into consideration by centres when deciding on the appropriateness of tasks generated or grouping of candidates. This is also true of the Analysing Performance Tasks where a candidate is analysing the performance of another candidate rather than their own performance.

(e) **Resource control:** Access to resources will vary depending upon the location of the centre. Centres may use external venues/facilities/coaches for the assessment of performance of physical activities where available and appropriate.

### 5.3.3 Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

### 5.3.4 Completing the tasks

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Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that for the practical performances assessment is continuous, so that in the event of injury or illness preventing a candidate from completing their practical performances for either Unit B452 or B454, the centre still has evidence of attainment up to that point.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used, if this the case it will be clearly identified within the particular unit.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

### 5.3.5 Presentation of work

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For the practical performances, any activity that could not be reasonably moderated at the centre is defined as being 'offsite'. Centres must provide filmed evidence of all offsite marks that are entered by candidates. This can be in video (full size VHS as small cassettes vary so much), CD or DVD format.

Candidates need to be very clearly marked and the film accompanied by a written rank order (or appearance order) with marks and identifiers on it.

Where description of the environment is relevant please include this (e.g. type of slope in skiing).

Centres must also keep video evidence of a sample of their candidates across a range of marks for each activity assessed so that in the event of a visiting moderation not being possible the accuracy of the marks awarded can still be assessed. The video evidence should demonstrate that the candidates have performed the range of skills appropriate for the marks awarded.

For the Analysing Performance Tasks, candidates must observe certain procedures in the production of controlled assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:

centre number;

centre name;

candidate number;

candidate name;

specification code and title;

assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags.

## 5.4 Task marking

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### 5.4.1 The OCR approach

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For GCSE in Physical Education OCR will assume a medium to high level of control in relation to the marking of tasks. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR appointed moderator. For these GCSE's in Physical Education external moderation will take the form of visiting moderation supported by video evidence of candidate performance where requested.

### 5.4.2 Applying the assessment criteria

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The starting point for marking the tasks is the assessment criteria within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. For the practical performances there are generic criteria which are to be used in conjunction with activity-specific links. The roles of coach and official have specific criteria of their own, as do the Analysing Performance Tasks.

### 5.4.3 Use of 'best fit' approach to marking grids

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Each practical performance and Analysing Performance Task should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded;
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

#### 5.4.4 Authentication

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Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. The candidate section of this handbook provides some guidance on referencing and reminds candidates that the work they submit must be their own and that they may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received by OCR.

#### 5.4.5 Internal standardisation

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It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors, teaching groups and different physical activities takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

#### 5.4.6 Moderation

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All work for Units B452 and B454 is marked by the teacher and internally standardised by the centre. Marks are then submitted to the moderator, after which moderation takes place in accordance with OCR procedures: refer to the Teacher Support: Controlled Assessment Guidance for submission dates of the marks to OCR and the moderator. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

Moderation is by means of cluster groups based as far as possible on geographical distribution. The purpose of the process is to ensure that assessments are standardised across all centres and that every candidate is treated fairly. A sample of Analysing Performance Tasks will be also be moderated.

**Centres are required to have video evidence of a sample of their candidates across the range of marks for each activity assessed. The video evidence should clearly identify the candidates and enable them to be linked to the assessment documentation and should demonstrate that candidates have performed the range of skills appropriate for the mark which they have been awarded.**

### 5.5 Minimum Requirements for Controlled Assessment

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There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

### 5.6 Minimum Requirements for Special Consideration

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There is a minimum controlled assessment requirement before special consideration can be given.

In each of the controlled assessment Units (Unit B452 and Unit B454), candidates must have been assessed in at least one practical activity and also completed the Analysing Performance Task. If a candidate cannot then complete the assessment in a second activity due to injury or illness OCR will consider an application for Special Consideration.

# 6 Technical Information

## 6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

Unit code	Component Code	Submission/Examination method	Unit titles
Unit B451	/01	<i>Computer Based Test</i>	An Introduction to Physical Education
	/02	<i>Paper Based Test</i>	
Unit B452	-	<i>Visiting moderation</i>	Practical Performance and Developing Fitness
Unit B453	-	<i>Paper Based Test</i>	Developing Knowledge in Physical Education
Unit B454	-	<i>Visiting moderation</i>	Practical Performance and Developing Skill

## 6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for either the full course or short course qualification certification.

This means that candidates studying for the GCSE (Full course) will need to enter for B454 and one other Unit in the June series of their final year of study.

## 6.3 Unit and Qualification Re-sits

Candidates may re-sit each unit once before entering for certification for a GCSE or GCSE (Short Course).

Candidates may enter for the qualifications an unlimited number of times.

## 6.4 Making Qualification Entries

Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J586).
- GCSE (Short Course) certification (entry code J086).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2011.

GCSE (Short Course) certification is available from June 2010.

## 6.5 Grading

Both GCSE (Short Course) and GCSE results are awarded on the scale A\*-G. Units are awarded a\* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

Both GCSE (Short Course) and GCSE are unitised schemes. Candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses a Uniform Mark Scale to enable this to be done.

A candidate's uniform mark for each unit is calculated from the candidate's raw marks on that unit. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 41/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade									u
		a*	a	b	c	d	e	f	g		
30%	60	54	48	42	36	30	24	18	12	0	0
20%	40	36	32	28	24	20	16	12	8	0	0

Candidate's uniform marks for each module are aggregated and grades for the specification are generated on the following Uniform Mark Scale.

Qualification	Max UMS	Qualification Grade									U
		A*	A	B	C	D	E	F	G		
GCSE	200	180	160	140	120	100	80	60	40	0	0
GCSE (Short Course)	100	90	80	70	60	50	40	30	20	0	0

## Awarding Grades

The written papers will have a total weighting of 40% and controlled assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark for each controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

## 6.6 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquiries on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from the OCR website.

## 6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 6.8 Guided Learning Hours

GCSE Physical Education requires 120-140 guided learning hours in total.

GCSE (Short Course) Physical Education requires 60-70 guided learning hours in total.

## 6.9 Code of Practice/ Common Criteria Requirements/ Subject Criteria

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These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available on the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Physical Education.

## 6.10 Prohibited Qualifications and Classification Code

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Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title Physical Education in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for these specifications is 7210.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

## 6.11 Disability Discrimination Act Information Relating to this Specification

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GCSEs often require assessment of a broad range of competencies. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competencies required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competencies were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

## 6.12 Arrangements for Candidates with Particular Requirements

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Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

## 6.13 Computer-based Tests

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Please use the information in Appendix C to ensure that the centre has the technical capability to administer the computer-based tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Examinations Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

Any queries concerning computer-based tests should be directed to [etest@ocr.org.uk](mailto:etest@ocr.org.uk).

# 7 Other Specification Issues

## 7.1 Overlap with other Qualifications

There is no significant overlap between the content of these specifications and those for other GCSE qualifications.

## 7.2 Progression from these Qualifications

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

This specification provides progression from the Entry Level Certificates in Physical Education (3980).

## 7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

Physical Education provides opportunities to promote:

- spiritual development, through helping candidates gain a sense of achievement and develop positive attitudes towards themselves.
- moral development, through helping candidates gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges.
- social development, through helping candidates develop social skills in activities involving co-operation and collaboration, responsibility, personal commitment, loyalty and teamwork and considering the social importance of physical activity, sport and dance.
- cultural development, through helping candidates experience and understand the significance of activities from their own cultures, recognise how activities and public performance gives a sense of cultural identity and consider how sport can transcend cultural boundaries.

## 7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

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These specifications support these issues, consistent with current EU agreements, in the following topics:

Sport and physical education has a European and global dimension and candidates should be encouraged to discuss aspects of this dimension, if relevant, when considering their involvement in practical activities. Opportunities obviously exist through sport for the interaction of candidates from different social and cultural backgrounds. This process should be encouraged and will help to cement relationships and friendships.

## 7.5 Avoidance of Bias

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OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

## 7.6 Language

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These specifications and associated assessment materials are in English only.

## 7.7 Key Skills

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This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		ICT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B451	✓	✓			✓	✓	✓		✓	✓	✓	✓
B452	✓	✓			✓	✓			✓	✓	✓	✓
B453	✓	✓			✓	✓			✓	✓	✓	✓
B454	✓	✓	✓	✓	✓	✓	✓					

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

## 7.8 ICT

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In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Physical Education.

## 7.9 Citizenship

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Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. Candidates may cover aspects of:

- social and moral responsibility in a sporting context, considering issues of appropriate behaviour and conduct within sport and sporting role models and how they influence others;
- local and national provision of sporting facilities and how this impacts upon the ability of people to lead a balanced, healthy lifestyle;
- the impact of not leading a balanced, healthy lifestyle on both the individual and on society;
- contributing to the community through involvement in coaching or officiating to facilitate the participation of others in physical activity;
- moral and ethical issues relating to the use of performance-enhancing drugs in sport.

These specifications will provide candidates with the opportunity to work individually and in groups.

# Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

## Grade F

Candidates recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. They know, and can explain with some clarity, how the body reacts during different types of exercise and how this helps develop better performance, fitness and health.

They identify some activities and exercises suitable for preparing and recovering from specific activities. They recognise some of the risks involved in different activities and demonstrate the basic skills of risk assessment and management.

They demonstrate their ability to select and apply a small range of appropriate skills, techniques and ideas in moderately challenging and complex activities, with some precision, control and fluency. They have a limited range of solutions to these challenges that they can draw on, and make sound decisions about how they will plan and approach their performance. They are able to demonstrate a limited range of responses to changing situations.

They provide a basic analysis of their own and others' performance, and can identify some major strengths and weaknesses. They make basic comments and can identify some simple modifications and refinements to skills and techniques in order to improve the effectiveness and quality of their performance.

## Grade C

Candidates recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity, and show a clear understanding of the principles behind, and the benefits of, regular, safe exercise and its impact on performance, fitness and health.

They take increasing responsibility for the planning and execution of safe exercises. They understand the principles behind planning their own activity and exercise programmes. They identify and explain many of the long-term effects of exercise and activity on physical, mental and social health. They identify potential risks involved in different activities and some of the ways to manage these effectively.

They demonstrate their ability to select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities, with effective refinement, precision, control and fluency. They have a good range of solutions to these challenges and usually make effective decisions about how they will plan and approach their performance in response to new or changing situations.

They analyse effectively and comment on their own and others' performances, showing an understanding of the factors that affect the quality and effectiveness of performance, and the broad strengths and weaknesses evident. They identify the most significant areas for improvement and plan effective ways to improve their own and others' performance.

## Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of a wide range of factors affecting performance and participation, and the relationship between them. They have a thorough understanding of the principles behind, and benefits of, regular, safe exercise and its impact on performance, fitness and health.

They explain clearly and concisely the advantages, to themselves and others, of following active and healthy lifestyles. They identify and explain potential risks related to physical activities and how to manage these effectively.

They demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. They have a wide range of solutions to these challenges and consistently make effective decisions about how they will plan and approach their performance in response to new or changing situations.

They critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident. They demonstrate a deep understanding of the impact of skills, tactics or composition, and fitness on the quality and effectiveness of performance. They identify priorities for improvement and plan a good range of appropriate, progressive practices. They understand how to monitor and evaluate progress towards improved quality of performance and outcomes.

# Appendix B: Guidance for Controlled Assessments

## Analysing Performance Guidance Notes

These notes are for guidance and should be used with the criteria.

Candidates should spend up to 2 hours on the final presentation of their work.

Candidates should spend only a very short time on context in terms of descriptions of the observed performer, the activity or background to the sport or position being analysed and it should be relevant to the presentation.

Weaknesses should be identified and an explanation of how and why those weaknesses become a focus. Candidates should select weaknesses that have the greatest impact on the effectiveness of the performance or ones that they can improve easily. They should state where the performer is now and how they will judge if the training programme is effective (i.e. where they will be after the programme).

Progressive, appropriate, specific plans detailing how the identified weaknesses are to be improved should form the main part of the work.

Candidates should expect an improvement program to stretch over six weeks. However the work should focus on how weakness will be improved through progression of practice rather than a chronological list of training sessions.

## Internal standardisation of marks

**It is essential that the marks awarded are comparable between different activities and candidates.**

Each centre is required to internally standardise assessment across different activities which have been taught by different members of staff to ensure that all candidates are fairly assessed. This fairness applies to comparisons between candidates and relative fairness and ability between activities. Usually, the Head of Department will be responsible for ensuring that all assessments are standardised and accurate, particularly where more than one teacher has been involved in the assessment.

When conducting internal standardisation of marks it is important to consider whether candidates who have been awarded the same mark in different activities are both as good as one another in those activities. The extent to which they fulfil the assessment criteria should be the same if they have been awarded the same mark; that is to say, a footballer awarded a mark of 20 should be as good at football as a candidate awarded 20 for dance is at that activity.

## Moderation procedure

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- Moderator contacts centre with proposed date;
- Moderator confirms time, venue and activities. Request date for Analysing Performance tasks to be sent;
- Centre attends with candidates across a wide ability range as possible. Candidates should be clearly identified with bibs. Centre provides rank order sheets for all candidates taking the moderated activities;
- Candidates are observed participating in appropriate activities so that the moderator can judge whether the centre marks are in line with the criteria.

**It is important that Centres make provisional entries in order that they can receive early documentation such as the Visit Arrangement Form and be allocated a moderator.**

## Assessing 'off site' activities

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Off site activities are those which are usually taught outside the curriculum and often involve only a few of the candidates from the centre.

Filmed evidence is required for all activities which **would be difficult to moderate by a centre visit.**

There will be some centres which have specialist facilities for certain sports but below is a list of those activities that would normally require video evidence:

Squash  
Figure Skating  
Canoeing  
Rock Climbing  
Sailing  
Skiing  
Windsurfing  
Horse riding

Hill walking, Orienteering, Cross Country and Golf are not easily recorded to give useful assessment information. Other supporting evidence is needed (tournament cards, competition results route/expedition planning) for these activities.

Teachers do not have to film the performance but they need to advise the filmmaker (coach/parent) of the required content to allow effective assessment.

Candidates need to be clearly identified.

The evidence shown on the footage needs to provide visual evidence to support the mark

**Staff responsible for GCSE PE must (with advice from a coach if appropriate) assess and apply GCSE standards to award the mark.** Due attention should be made to compare the performance in off site activities to those that have been marked at the centre.

**All footage must be accompanied by a rank order sheet for each activity** which includes the:

Candidate name

Centre mark

Candidate identifier (this may be a bib with position or number on it, or kit of a particular colour)

Please ensure that the evidence is presented on **VHS, CD or DVD** (with play software if necessary). Small video cassettes are not acceptable as they vary in size too much.

## Using National Governing Body Awards

### Linking Governing Body Awards with GCSE Physical Education Marks

Example:

Duke of Edinburgh Award and Hillwalking and Campcraft

There has been a trend for centres to automatically award top marks for hill walking believing that the completion of a Duke of Edinburgh Bronze automatically places them into Level 1 for GCSE PE.

Where centres are going to use Duke of Edinburgh Awards as a method for assessing a GCSE PE grade they must ensure that the assessment team which must include the department are clear on the relationship between the two awards.

The Duke of Edinburgh Award has a pass or fail system of assessment. GCSE PE requires the level of achievement to be graded across a wider spectrum. It also requires candidates to be assessed as an individual and to achieve a mark which compares their ability with others even though as in any other team sport they contribute to the team performance.

Assessment has to be able to decide how effective a candidate is as a Hill walker.

How well as an individual are they able to:

Map read;

Use a compass;

Plan routes, menus, equipment, emergencies;

Navigate;

Cook, erect tents;

Lead others;

Recognise dangers and act appropriately;

Pack and carry a rucksack.

Differentiation is essential and this may well result in different abilities tackling routes of different difficulty.

Equally Centres must internally standardise activities so that comparable performances in different activities receive similar marks. i.e. is Joe a better Hill walker than he is a Footballer. If not his Football mark should reflect this and the difference should reflect the different standard that he has achieved within each activity.

# Appendix C: Centre Audit for Running Computer-Based Tests

Please use this information to ensure that the centre has the technical capability to administer the computer-based tests required for this specification. **Please note it is the responsibility of the Head of Centre to ensure that the centre is appropriately equipped to administer the tests in terms of system requirements and venue requirements.** The Examinations Officer within the centre is responsible for the conduct of the computer-based tests within the bounds of the Instructions for the Conduct of Examinations issued by the Joint Council for Qualifications.

If there are any difficulties in completing the audit, please contact [etest@ocr.org.uk](mailto:etest@ocr.org.uk).

## Requirements for OCR Computer-based Tests

- *Ensure that the Head of Centre, Examinations Officer, Systems Manager/Technician, subject teacher and SENCo (if appropriate) are clear about what is involved.*
- *Check that the centre can meet the technical and venue requirements.*

**It is essential that all stakeholders within the Examination Centre plan the process for running computer-based tests carefully and methodically. The technical set up of the hardware and software is likely to take a little time and application and so should be carried out well in advance to allow for any technical issues to be resolved in good time.**

### Before starting teaching the specification – planning and approval

1. Agree who is to be the Test Administrator, responsible for making sure that the tests are conducted properly. The Examinations Officer may fulfil this role or may delegate it to a colleague.
2. Audit the centre against the Centre Check list. This checks that the centre is able to meet the technical eligibility requirements. The school or college Systems Manager/Technician must be part of this process.
3. Ensure that the member of staff responsible for the Centre Network is aware of the plan to use computer-based testing. Consider the implications of using computer-based testing carefully.

## **Before entries are made for a Computer-based Test – setting up**

1. The Technician must ensure that the necessary hardware and software has been set up before entries are made. The set up must be done according to the instructions provided with the software.
2. The Technician installs the software according to instructions and runs all necessary diagnostic tests.
3. The Technician checks that the programs are running correctly and communicating properly with each other and the outside world.
4. The Technician checks that the software is running properly on the machines to be used for the live computer-based tests. It is important that an early decision is made on which room and equipment is to be used for the live tests.
5. Entries are made following the usual procedure, ahead of the entries deadline.

## **At least one month before the test date**

The subject teacher and Test Administrator run a practice test for candidates so that they are familiar with the format and look of computer-based tests.

## **Prior to the live test**

1. The Test Administrator and technician ensure that all hardware and software is running appropriately in the room where the tests are to take place.
2. The Test Administrator and technician ensure that they understand the process for downloading and accessing the live tests.
2. The Test Administrator checks the mouse, keyboard, screen and headphones (if required) on each candidate workstation.

## **On the day of the test**

1. The Test Administrator runs the tests according to the instructions and within the bounds of the Instructions on the Conduct of Examinations document provided by Joint Council for Qualifications.
2. The Test Administrator uploads candidates' responses according to the instructions.

## CENTRE CHECKLIST FOR RUNNING COMPUTER-BASED TESTS

<b>Technical Requirements</b>	
<b>Minimum Requirements for each Candidate Computer</b>	
Processor speed	1.0 GHz
Memory (RAM)	128MB RAM (256 MB recommended)
Hard Disk space	At least 250Mb of available hard disk space
Operating System	Windows XP/2000/2003
Browser	Internet Explorer 6 (or above)
Display	High colour 32 bit display or better. Resolution 1024 x 768
	Mouse Re-writeable CD or DVD drive 16-bit soundcard Headphones with adjustable volume for candidates requiring a reader or taking a test involving audio
Admin rights	PC/Network Administration rights for installation
Protocols supported	TCP/IP
Player	Flash Player version 8
<b>Minimum Requirements for Test Administrator Computer (as above plus)</b>	
Processor speed	1.0 GHz
Memory (RAM)	512MB RAM
Hard Disk space	At least 1.5Gb of available hard disk space
Adobe application	Adobe Acrobat reader installed
Printer	Connection to a printer
<b>Minimum Server Requirements</b>	
Processor Speed	1.7GHz or above (single CPU Server) 1.2GHz or above (multiple CPU or dual core CPU Server)
Memory (RAM)	512MB RAM
Hard Disk space	Minimum 2Gb free space
Operating System	Windows 2000 Server (Service Pack 4 or later) Windows 2003 Server <sup>**</sup> Windows 2003 Server Release 2 <sup>**</sup>
<b>Network Infrastructure Guidelines</b>	
Network Connection	1Gb LAN interface card
Cabling	Category 5/5e/6 UTP Cabling
Server Connection Speed	1Gb server connection
Workstation Connection	Switched 100Mbps connection recommended
Connection Sharing	Shared 100Mbps connections if necessary but a maximum of 24 users per switch feed. Hubs, where used, should not be cascaded

<b>Administration Requirements</b>
<b>Workstation Requirements</b>
Capacity for a minimum of seven candidates (8 PCs)
A spare capacity of one workstation for every seven
1 workstation within the same room as the candidate workstations to run administrative functions
<b>Test Room Requirements</b>
A quiet room or rooms, free from distractions and interruptions
A room or rooms and equipment dedicated to the test during the session
Good lighting, without disruptive glare on screens
Proper ventilation and heating (where necessary)
Walls free from display material
Appropriate furnishing to give candidates maximum comfort
Adjustable chairs
Adequate space at each workstation to allow candidates to take notes
Secure workstations. Seating arrangements should prevent candidates from being able to see a fellow candidate's screen. The minimum distance between the outer edge of one screen and the next should be 1.25 metres, unless the monitors are positioned back to back or separated by dividers high enough to prevent other candidates from overlooking the work of others. In this case, the minimum distance need not apply. However, if the screens are diagonally opposite and not separated by dividers, 1.25 metres may not be sufficient. The principal objective is to ensure that no candidate's work can be overseen by others, and Examinations Officers must take appropriate steps to ensure that this can be achieved.
A clock or clocks in the room visible to all candidates, or the provision of alternative arrangements
A means of summoning assistance (e.g. phone) and support contact details available in the test room for emergencies
Disabled access to the test room and to workstations, or the provision of alternative arrangements, e.g. a ground floor room.
Facilities for registration and ID checking
<b>Requirements Outside the Test Room</b>
None
<b>Administrative Personnel</b>
An Examinations Officer who will be available during all OCR CBT live sessions.
A minimum of one invigilator per room for each session. If there are more than 25 candidates in a room, there should be a further ratio of 1 invigilator to every 25 candidates.
The Examinations Officer and invigilator must be familiar with the emergency procedures for the test venue.

OCR computer-based tests will normally be administered at the centre, providing the centre has a venue which meets the following technical criteria, **or can be run at an external test venue** where authorisation has been given by OCR, for example where a candidate is in hospital on the day of the examination. An external test venue may be an appropriate multimedia room at a school or college or other venue suitable for computer-based testing but must meet the same technical criteria. The venue must have technical support personnel who will be available for during all OCR computer-based tests live sessions.